

Postgraduate Work-integrated Learning Policy and Procedure

Policy
<p>Work-integrated Learning (WIL) subjects are increasingly offered by higher education providers. However, these subjects are not always delivered in an academically rigorous or practically beneficial manner. Blue Mountains International Hotel Management School Pty Limited (BMIHMS PL) trading as Blue Mountains International Hotel Management School (BMIHMS) to be known as 'the School' is governed by the Higher Education Board (HEB), and is committed to ensuring that the Work-integrated Learning subjects in its postgraduate programs are conducted in a manner that is of greatest practical benefit to students, workplaces and the School. Moreover, the School has taken particular care to ensure that the assessments that underpin the academic credibility of the subject are rigorous and in accordance with the following legislation and standards:</p> <ul style="list-style-type: none"> • Tertiary Education and Quality and Standards Agency Act 2011 (TEQSA), • Higher Education Standards Framework (Threshold Standards) 2011
Coverage
<p>This policy applies to GBM909 Work-integrated Learning and MHC609 Management Practicum subjects at postgraduate level.</p>
Purpose and Scope
<p>The purpose and scope of this policy and procedure is to ensure that the School has, as required by <i>Provider Course Accreditation Standard 4.5</i>, "effective arrangements to assure the quality of student work placements, practicum and other forms of work-integrated learning in the course of study, including assuring the quality of supervision."</p>
Responsibilities
<p>Academic Mentor: this academic position is responsible for oversight of the work-integrated learning subject and as such is broadly responsible for:</p> <ul style="list-style-type: none"> • student welfare; • the academic rigour of the subject; • the reputation of the School with regard to industry partners. <p>Career Development Department: is responsible for assisting students prior to, during and after placement as required.</p> <p>Head of School/Director of Academic Affairs (HOS/DAA): is the owner of the policy and has overall responsibility to ensure the work-integrated learning subject is operating efficiently and effectively. In particular the HOS/DAA will be responsible for ensuring that students can achieve the learning outcomes, ensuring that students are adequately mentored and where students cannot be placed, developing a contingency strategy.</p>
Glossary
<p>Work-integrated Learning (WIL): where structured and purposefully designed learning and assessment activities integrate theory with the practice of work. Work-integrated learning includes service learning, and activities that normally involve students interacting with industry and community within a work context or similar situation (that may be simulated) to allow them to learn, apply and demonstrate skills and knowledge applicable to the course of study being undertaken. The term Management Practicum is synonymous with Work-integrated Learning.</p>
Procedure
<p>The School has put into place effective arrangements to assure quality of student work placements, particularly the quality of student supervision (see the Code of Practice for Industry Placement (IP) and Work-integrated Learning).</p>

Created: 23 May 2012

Modified: May 2015

Review Date: May 2016

Policy Owner: HOS/DAA

Version: 6

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PRIOR TO WORK-INTEGRATED LEARNING

Identification of work-integrated learning placements

The School has a long history of providing work placement, e.g. all undergraduate students are assisted in identifying placements during their program. For the most part, students will identify their own placements during the course of their studies. For students who find it difficult to identify a placement, in the first instance, assistance will be provided via the Career Development Department and the Academic Mentor if required. The School has appropriately trained and experienced staff within the Career Development Department to place students with workplaces. Final approval of placements will be from the Career Development Department.

Engaging students: Comprehensive orientation classes

In the term of study immediately preceding the work-integrated learning placement, students will participate in orientation classes in order to prepare them for their placement. Topics covered include: introduction to the unit; purpose of, expectations about, support in work-integrated learning; responsibilities and roles of the School; student and workplace; effectively engaging in the workplace; preparation for difficulties that might arise in the workplace; assessment expectations; support; due date.

DURING WORK-INTEGRATED LEARNING PLACEMENTS

Supporting students in the classroom: Peer to peer collaborative learning

In the first five weeks of the first term in which the students are engaged in their workplace, the opportunity for peer to peer collaborative learning is given. This takes the form of either face to face or online meetings in which the following topics will be covered: Career Action Planning, Recruitment Competency Indicators and Processes, Employability Trends and Global Job Market, Tools for Professional Business Networking at Managerial Level, Introduction to Workplace Project, Review and Selection of Industry Placement Project Topic.

Supporting students in the workplace:

Additionally, students will be supported throughout their placement by the Academic Mentor or representative. Support could include site visits, phone/Skype calls and email exchange. Instances of injury will be dealt with according to the [Student IP Workplace Injury Management Policy and Procedure](#).

Responsibilities of workplace supervisors:

The responsibilities of the workplace supervisors will vary depending on the student and the workplace chosen. The Academic Mentor in conjunction with the workplace supervisor establishes the role and responsibilities of the workplace supervisor in each case.

Regulatory responsibilities:

Contributing to the workplace health and safety of the student and ensuring insurance and anti-discrimination legislation is complied with.

Communication arrangements between the School and workplace supervisors:

The Academic Mentor will be responsible for communication between the School and the students' workplace supervisor. Apart from the site visits mentioned above, communication should take place once a fortnight or as required. Upon completion of the work-integrated learning placement, a debrief session, similar to the student debrief session described above, will be held for the purposes of continuous improvement of the subject.

SUBSEQUENT TO WORK-INTEGRATED LEARNING PLACEMENTS

Debriefing students

In the final two weeks of the second term of the work- integrated learning placement, and before submission of their final assessment, there will be further opportunity for peer to peer collaborative learning in the form of a debriefing session amongst the students. The purpose of this session is to share, discuss and reflect upon student workplace experiences. During this time, individual debriefing sessions between the School and each student will be organised in order to ensure continuous improvement of the subject.

At this stage, the assessment tasks are to be submitted, marked, moderated and returned to the student in a timely manner. Assessment rules are contained in [Assessment Regulations for Students](#).

GENERAL

Student communication/feedback/support:

For the WIL process to be beneficial to the student, the workplace and the School, it is imperative that before, during and after the WIL experience the Academic Mentor ensures that students have open channels of communication, receive timely and rigorous feedback and are continuously supported.

Training and quality assurance of workplace supervision:

Training: It is assumed that the various workplace supervisors will not require training as such. Nonetheless, they will be interviewed by the Academic Mentor in order to assess their suitability. In addition, the workplace supervisor will receive an information pack containing all relevant material pertaining to their role and responsibility.

Quality Assurance:

Quality assurance of workplace supervision is based on:

- the initial interview of the workplace supervisor by the Academic Mentor;
- the site visits, phone and/or email contact maintained by the Academic Mentor or other delegated School representative; and
- regular student feedback from commencement to completion of placement.

Contingency plans:

In the unlikely event that a student fails to gain a work-integrated learning placement, there are a number of options:

- a case study assessment task is given;
- workplace simulation is offered;
- the student is placed with one of the School's hospitality Graduate Privileged Partners.

While BMIHMS intends to place all students, and our experience has been that we do place all students, if we cannot, the options listed above apply at the discretion of Head of School/Director of Academic (HOS/DAA). The HOS/DAA will make the final decision including consideration of:

- ensuring the students can achieve the learning outcomes;
- ensuring the student is adequately mentored.

Where students cannot be placed, it is usually due to very specific circumstances and in such cases the strategy will be addressed by the Head of School.

Associated Forms

Student Evaluation Form

Placement Evaluation Form

Site Visit Form

Related Information			
<i>Tertiary Education Quality and Standards Agency (TEQSA) ACT 2011</i> <i>Higher Education Standards Framework (Threshold Standards) 2011</i> <i>Assessment Regulations for Students</i> <i>Code of Practice for Industry Placement (IP) and Work-integrated Learning</i> <i>Student IP Workplace Injury Management Policy and Procedure</i>			
Review			
Policies and procedures are reviewed on a yearly basis. Staff can submit recommendations for change on the <i>Improvement Request Form</i> .			
Comments			
<p>July 2012: This policy and procedure was created in order to supplement and operationalise GBM909 Work-integrated Learning.</p> <p>March 2013: Name changed to 'Postgraduate Work-integrated Learning Policy and Procedure' to encompass all postgraduate Work-integrated Learning and Management Practicum subjects; updated responsibilities; update contingency plans.</p> <p>May 2014: Policy linked with Assessment Regulations for Students, Code of Practice and Student IP Workplace Injury Management Policy and Procedure; procedure for support during WIL placements changed from 2 site visits to options of site visits, phone/Skype and email contact.</p> <p>February 2015: Include campus logos under 'Coverage'; added 'Approvals' section</p> <p>May 2015: Coverage amended; hyperlinks updated.</p>			
Approvals			
Version	Approved by	Date	Details
4	Academic Board	25 July 2014	Minutes of Meeting
5	Academic Board	February 2015	Minutes of Meeting
6	Academic Board	9 June 2015	Minute of CR